

IMPLEMENTATION OF AN INDEPENDENT CURRICULUM IN LEARNING ARTS AND CULTURE AT BENGKULU CITY FIRST HIGH SCHOOL

Musfirawati, Eko Haryanto, Djuli Djatiprambudi, Syakir Muharar

Abstract

This research explains the implementation of the planning, implementation and evaluation of the independent curriculum in arts and culture subjects in class IX of SMP Negeri 21 Bengkulu City. This research is a type of descriptive qualitative research. The results show that independent curriculum planning includes learning outcomes, learning flow, and learning flow objectives that are integrated into teaching modules. The implementation of the independent curriculum in arts and culture learning is realized according to teaching modules using several learning methods such as cooperative learning, discussions, lectures and assignments. Evaluation of the implementation of arts and culture learning consists of diagnostic, formative and summative assessments. There are problems experienced by teachers in its implementation, such as difficulties in creating teaching and assessment modules and Pancasila student profile projects. It can be concluded that the implementation of the independent curriculum at SMP Negeri 21 Bengkulu City is going quite well even though there are problems that still need to be corrected and developed in learning.

Keywords : Independent Curriculum, Evaluation, Implementation, Planning, Arts and Culture.

A. INTRODUCTION

The development of education in Indonesia cannot be separated from curriculum renewal, in each period the curriculum always undergoes an evaluation process. Quite a few people think that the curriculum changes with changes in policy leadership. As a country that continues to innovate in curriculum development, Indonesia has experienced at least more than ten changes since the beginning of independence. Based on this, we observe that the education system in Indonesia has experienced many changes. Starting from changes to the curriculum, teaching and learning processes, utilization of facilities and infrastructure for the education system and even improving the quality of teachers as educators (Mubarak et al., 2021).

Based on these changes and the existing educational progress system, of course, it cannot be separated from the role of the education system in Indonesia. So there is a renewal, namely the independent curriculum, which is an idea that gives teachers and students the freedom to determine for themselves the learning system that will be implemented. Education is a medium for achieving prosperity for all mankind. Quality education also reflects an advanced and modern society. Education is the engine that drives culture. The habits of each era change in line with the changes obtained from the educational process itself. Education can give birth to creative, innovative things in facing every

development of the times (Sumantri, 2019).

The 2013 curriculum is the curriculum that has been implemented as the national curriculum since the 2013/2014 academic year. The emergency curriculum is curriculum recovery of learning losses that occur in special conditions and has a diversification principle that refers to the 2013 curriculum with core competencies and basic competencies but is simplified and applied during learning during the Covid-19 period. Meanwhile, the independent curriculum is a curriculum that was previously referred to as a prototype curriculum which was later developed as a more flexible curriculum framework, while focusing on essential material and developing the character and competencies of students (Siregar, 2022), including one in arts and culture education at the junior high school level.

Arts and culture education integrated with character education is a solution to answer challenges in the world of education today through an independent curriculum in the Pancasila student profile (Irawati et al., 2022). So far, there has been a gap between educational practices and the character of students, what is wrong with our educational practices today.

Character education is not just about memorizing good values or memorizing all subjects during exams. However, in essence, education is not just a transfer of knowledge but more than that, namely, just as teachers as inspirers can carry out the transfer of values, teachers must show good examples so that they become role models for students who will become Indonesian people with Pancasila character (Muslich, 2022).

For this reason, the Merdeka Belajar curriculum provides education based on the Pancasila student profile, where this curriculum provides education with character that can support educational progress, especially in arts and culture subjects.

Arts and culture subjects seek to realize the goals of national education which consciously humanize humans as a whole. By studying art in arts education, people become creative and independent.

Currently, the independent curriculum is the main curriculum implemented in schools. Each school implements an independent curriculum according to the school's readiness conditions, some implement a curriculum that is free to change, independent and independent to share. However, there are several Mobilization Schools initiated by the Ministry of Education, Culture, Research and Technology which are developed to implement a special curriculum, namely the Merdeka Curriculum

(Angga et al., 2022).

The objectives are (1) to find out the differences between the 2013 Curriculum and the Independent Curriculum, and (2) to analyze the difficulties in implementing the 2013 Curriculum and the Independent Curriculum (Susilawati et al., 2023). Merdeka Belajar is an offer to reconstruct the education system to welcome changes and progress that can adapt to changing times. (Natalia, 2021). In this way, we restore the true essence of education, namely education to humanize humans or education that liberates them.

The update of the independent curriculum, which has only been implemented for a few years, needs to be studied further to determine curriculum developments, especially for studying arts and culture learning in schools. Therefore, the author is interested in studying the implementation of the independent curriculum in arts and culture learning located at SMP Negeri 21 Bengkulu City.

B. RESEARCH METHODS

This research uses a qualitative approach, namely research that produces descriptive data in the form of written meanings that are observed where collecting data and providing interpretation of the results does not use numbers. The type of research used is descriptive qualitative.

C. RESULTS AND DISCUSSION

Independent Curriculum Planning for Class IX Arts and Culture Learning at SMP Negeri 21 Bengkulu City.

Based on the results of the interview one of the schools registered to implement the independent change curriculum in the city of Bengkulu. In arts and culture learning, teachers are given the freedom to develop the Educational Unit Operational Curriculum (KOSP) by the Independent Curriculum guidelines and guidelines. In learning planning, the government provides temporary Learning Outcomes (CP) for the Learning Objectives Flow (ATP), Learning Objectives (TP), and teaching modules prepared by the teachers themselves.

Learning plans prepared based on the Learning Objectives Flow (ATP) are used by educators so that the form is more detailed, where the ATP is not determined by the government so that one educator can use a different learning objectives flow from another educator even though he is teaching students in the same phase.

Therefore, the learning plans made by each Arts and Culture teacher at SMPN 21 Bengkulu City are different, especially because these learning plans are designed by taking into account various other factors,

including the factors of different students, the school environment, the availability of facilities and learning infrastructure, and others. Every educator needs to have a learning plan to help direct the learning process to achieve CP. This learning plan can be in the form of (1) a learning implementation plan or what is known as an RPP or (2) in the form of a teaching module. The teaching module is prepared by the teacher before starting class learning. The arts and culture teaching module is used as a reference and direction for learning in class.

Teaching modules are made by arts and culture teachers themselves. The components of the teaching module consist of identity, initial competencies, Pancasila Student Profile, infrastructure, target students, models, objectives, meaningful understanding, trigger questions, preparation and stages of learning activities, assessment, remedial, reflection, material attachments, participant worksheets students, assessment instruments for observation of discussion activities, glossary and bibliography. The arts and culture teaching modules created are quite complete, interesting, informative and by planning principles.

Based on interviews with school principals and arts and culture teachers as well as documentation studies at SMP Negeri 21 Bengkulu City, it shows that SMP Negeri 21 Bengkulu City has created learning planning documents in the form of learning tools by the Independent Curriculum Process Standards, namely understanding learning outcomes, formulating Learning Objectives, developing a Goal Path. Learning from Learning Flow Objectives, and designing Learning.

Implementation of the Independent Curriculum in Class IX Arts and Culture Learning at SMP Negeri 21 Bengkulu City

SMP Negeri 21 Bengkulu City is one of the schools registered to implement the independent change curriculum. Therefore, in educational units teachers are given the freedom to develop teaching modules according to the environmental context and students' learning needs. The teaching module is equipped with components that are the basis for the preparation process. The teaching module components in the guide are needed for complete learning preparation. Teaching module components can be added according to subjects and needs. Information about the teaching module being developed consists of the name of the author, institution, and year the Teaching Module was prepared.

The Pancasila student profile is the ultimate goal of a learning activity that is closely related to the formation of student character. The Pancasila Student Profile (PPP) can be reflected in the content and/or learning methods. In the learning module, the Pancasila Student Profile does not need to include everything, but you can choose the Pancasila Student Profile that is appropriate to the learning activities in the teaching module.

In learning activities, the sequence of core learning activities is in the form of concrete learning activity steps, including alternative learning options/learning and steps to adapt to students' learning needs. The learning activity steps are written sequentially according to the planned time duration, including three stages, namely introduction, core and conclusion based on active learning methods.

Learning arts and culture at SMP Negeri 21 Bengkulu City in the Independent Curriculum is allocated 2-3 hours of lesson time per week. Observations at SMP Negeri 21 Bengkulu City, learning was carried out in one meeting. Learning arts and culture is a mandatory subject for group B, namely learning that has many practical skills elements. Arts and culture learning begins with greetings, attendance and asking for material that has been studied to be reviewed again. If students feel they understand, then learning continues with the next material.

In the learning activities of the Arts and Culture Teacher at SMP Negeri 21 Bengkulu City, they use a cooperative model of presentation discussion, game methods, questions and answers, lectures and assignments as well as work performances. Then the teacher also provides questions to stimulate and provide a meaningful understanding of learning. Activities are carried out by concluding the material, providing opportunities for students to ask questions, and praying and greeting. In its implementation, teachers have tried to apply independent learning in arts and culture learning.

The implementation of arts and culture learning at SMPN 21 Bengkulu City has gone according to expectations. Arts and culture teachers have implemented differentiated learning by the Independent Curriculum. The implementation of the Independent Curriculum in arts and culture learning is by project-based teaching modules and the implementation of formative and summative assessments.

Evaluation and Obstacles Faced in the Implementation of the Independent Curriculum for Class IX Arts and Culture Learning at SMP Negeri 21 Bengkulu City

Etymologically, evaluation comes from English, namely evaluation, meaning assessment. According to Arikunto (2013), from the word evaluation, we get the Indonesian word evaluation which means assessing (but measuring first).

Learning evaluation is the main activity to determine the extent of student achievement levels. This step is necessary because it can be used as a reference in determining a subsequent learning policy (Izza et al., 2020). In the independent curriculum (Hamdi et al., 2022). Assessment is an assessment of the planning and implementation of learning. The learning assessment process is carried out by educators (Hamdi et al., 2022)

Evaluation of arts and culture teaching and learning activities or assessments at SMP N 21 Bengkulu City is always given during the learning process. At the beginning of learning, the teacher has provided a

diagnostic or initial competency assessment to check students' readiness. Formative assessments are usually given simultaneously with the learning process with questions that are still related to the material that has been discussed. Summative assessments can usually be carried out at the end of material sub-chapters, Mid-Semester Summative (STS), and Final Semester Summative (SAS)

There are two evaluation models formative and summative. (Izza et al., 2020). Formative evaluation is an evaluation carried out on a system under development that is being perfected and continues to be carried out based on the evaluation results. Meanwhile, summative evaluation is an evaluation carried out after the system has completed testing and refinement. The evaluation model above is of course adapted to the needs of learning, especially arts and culture learning.

In the evaluation of arts and culture learning assessments at SMPN 21 Bengkulu City, there are various types of assessments ranging from performance assessments, project implementation, portfolio assessments, and written test assessments. The implementation of performance grades is carried out as best as possible by the teacher. As cognitive, affective and psychomotor aspects. Project assessment is a type of assessment of tasks that must be completed by students based on a certain period/time. Meanwhile, a portfolio assessment is a top assessment of the collection of artefacts that demonstrate progress and are valued as the result of work from the real world. The teacher refers the portfolio assignment to learning Outcomes that have been prepared by the Ministry of Education and Culture.

Furthermore, the obstacles faced in implementing the Independent Curriculum. Several problems faced by teachers, namely in planning, implementing and assessing learning in the Independent Learning Curriculum, are as follows: Based on the results of interviews conducted by researchers, teachers are faced with difficulties when preparing learning plans, namely when analyzing the Learning Outcomes that will be achieved by students because they are made per phase, then formulate them in the form of Learning Objectives (TP) and arrange them in the form of a Learning Objective Flow (ATP).

Not only that, teachers who cannot use technology well will experience difficulties in creating teaching modules. This was experienced by one teacher who admitted that he had difficulty in compiling teaching modules. Apart from that, the problem experienced by teachers is that they still have difficulty in determining appropriate learning methods and strategies for children so that the learning process can be carried out learning becomes fun and students also participate actively in the learning process.

Based on the results of interviews conducted by researchers, there are several problems experienced by teachers when implementing learning, namely problems that occur due to the limited number of textbooks

in the form of student books, lack of ability and readiness of teachers to use learning media and not being proficient in applying technology in learning, problems What teachers experience is also from teaching materials that are too broad and the lack of learning methods used by teachers in teaching.

In implementing project-based learning, teachers also experience several difficulties in determining class projects for Arts and Culture subjects as well as a lack of time allocation for project-based learning.

Analysis

Freedom to Learn is the slogan of the policy that has been promoted by Nadiem Makarim since serving as Minister of Education and Culture. Merdeka Belajar means freedom to learn, namely allowing students to learn as freely and comfortably as possible to study calmly, relaxed and happily, without stress and pressure, by paying attention to the natural talents they have, without forcing them to study or master a particular field. knowledge beyond their hobbies and abilities, so that they have a portfolio that suits their hobbies. The implementation of independent learning was also triggered by a decline in the quality of education services and Indonesian education graduates, as well as the decline in the competitiveness of Indonesian education graduates in the 4.0 and 5.0 markets (Hattarina et al., 2022). This has begun to be implemented at SMPN 21 Bengkulu City, especially in arts and culture learning.

If you look at the implementation of the Independent Curriculum from the planning, implementation and evaluation side, the Independent Curriculum is going quite well. Even though there are several problems faced by teachers in their daily lives, they should be used as guidelines for further improvement.

Based on Permendikbud, Learning planning is an activity to formulate learning outcomes which are the learning objectives of a learning unit, ways to achieve learning objectives, and ways to achieve learning objectives (Sofia, 2023). Implementation of the Independent Curriculum in Subjects SeThis crocodile at SMPN 21 Bengkulu City in Learning Planning is included in the teaching module as stipulated in the Merdeka curriculum which includes the RPP component in K13.

The teaching modules in the Independent Curriculum are intended to help educators teach more flexibly and contextually, not always using textbooks. Teaching modules can be another choice or alternative learning strategy. It can be seen that there are more components (minimum components) in the learning implementation plan simple, focus Documenting the plan. Meanwhile, in the teaching module, planning is complemented by the media used, including the assessment instruments.

Based on the research results, it means that the Independent Curriculum Planning for Arts and Culture learning has been prepared by Arts and Culture teachers according to the goals and needs required. As the focus of freedom to learn is freedom to think creatively and independently. Teachers are expected to

be the driving force behind actions that bring positive things to students (Susilowati, 2022). The conclusion on the learning concept is a form of a proposal for restructuring the National education system. The reorganization was carried out to respond to changes and progress within the country and to adapt to changing times (Yamin, 2020).

With existing learning plans, students can develop according to their potential and abilities. Independent learning is characterized as critical, high-quality, fast, applicable, expressive, progressive and diverse learning (Agustina et al., 2023). Students learn on their initiative which can be seen from their attitudes and ways of thinking. One of them is energetic, optimistic, positive, creative and not worried about trying new things.

In implementing arts and culture learning, teachers need to mix and match principles in implementing independent learning. In principle, the Merdeka curriculum covers the conditions of students, lifelong learners, holistic, relevant and sustainable (Kemendikbud). These five principles are one of the basic frameworks established by the central government.

Based on the description of the first principle, several things must be done which include: Analyzing the conditions, background stages of development and achievements of previous students and mapping. Seeing developmental stages as continuous as a basis for designing learning and assessment. Analyze the school environment, facilities and infrastructure to support learning activities. Lowering the flow of learning objectives according to the student's stage of development. See everything from the learner's perspective.

The second principle is to consider various stimuli that can be used in learning, providing opportunities for collaboration, sparking questions and teaching meaningful understanding. learning that is full of feedback from educators and students to students and involves students by using the power of asking questions that build meaningful understanding.

What teachers need to do is use various up-to-date learning methods that support competency development, such as inquiry-based, project-based, problem-based, challenge-based and differentiated learning methods. Seeing various perspectives that support cognitive, social, emotional and spiritual as well as seeing the profile of Pancasila as a target reflected in students.

What needs to be done in implementing relevant principles is learning that is related to the real world and attracts students to learn. Involving parents in the learning process with two-way communication and providing mutual feedback. Empowering local communities as primary and secondary sources in the learning process. What needs to be done from the sustainable principle is continuous feedback from students and from students to students.

Learning builds understanding meaningful by providing more support at the beginning and then slowly removing the support little by little to ultimately become independent and independent students. Educators make various innovations in their learning methods and teach 21st-century skills (Sumantri, 2019).

Therefore, learning planning becomes the main pillar for achieving the desired learning. Teachers need to learn more about students, methods, models, strategies, media, assessments and so on. So teachers are encouraged to take part in various trainings on the Merdeka curriculum and provide support from the school to achieve learning goals.

As Merdeka Belajar means freedom to learn, namely giving teachers and students the freedom to innovate, the freedom to learn independently and creatively as well as the opportunity to learn as freely and comfortably as possible for students to study calmly, relaxed and happily, by paying attention to natural talents. that they have, without forcing them to study or master a field of knowledge outside the students' hobbies and abilities.

In differentiated learning, teachers need to arrange learning materials, activities, daily assignments, and final assessments according to students' readiness to learn lessons, interests or things that students like and ways of delivering lessons that suit students' learning profiles. So in differentiated learning 3 aspects can be differentiated by teachers, namely aspects of the content to be taught, aspects of the process that will be carried out by students in class, product manufacturing assessments that are carried out at the end to measure the achievement of learning objectives (Marzoan, 2023).

D. CONCLUSION

In planning the independent learning curriculum at SMPN 21 Bengkulu City, it is quite good by the independent learning curriculum, teacher preparation in learning is quite effective according to the criteria for implementing the independent learning curriculum, this is known from the design made by the teacher and carrying out development of the main learning materials strategies, learning scenarios, assessment methods and learning resources, in learning planning teachers are quite good at formulating learning objectives so that learning outcomes are implemented for students.

In implementing the independent learning curriculum at SMPN 21 Bengkulu City. In learning activities, teachers use teaching modules where the teaching modules become the teacher's guide when teaching in class. The teaching module contains a series of teaching activities starting from the introduction, and core activities to the conclusion. In implementing cultural arts learning using the independent learning curriculum, it is quite good and there are a few obstacles, namely regarding the facilities which can be said to be not perfect enough. The learning process runs effectively according to planned preparation. This can be

seen from all teachers using varied and innovative learning, a good inventory of learning resources and teachers using a scientific approach, many teachers teach more than variant units.

Evaluation of the independent learning curriculum at SMPN 21 Bengkulu City. The learning assessment system is effective through authentic assessments in the independent learning curriculum. This can be seen from various assessment points of view, both summative and non-summative assessments, there are many types of assessment, including self-assessment, peer assessment, knowledge assessment and skills assessment.

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